

Attitudes of Students towards Violations of Academic Integrity in Online English Courses

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ABSTRACT

Online education became widespread during the Covid pandemic and is likely to continue to have an important role in our education into the future. A notable aspect of the shift from traditional classroom to virtual teaching has been the collegiate challenge of extending a learning environment founded on mutual trust and academic endeavor, remotely. This study examines the attitudes of students towards violations of academic integrity in online English courses, as attitude can be a trigger for behavior. Student attitudes concerning cheating were assessed for exams, assignments and online sessions. To this end, a questionnaire was implemented with faculty and vocational school students located in the west of Turkey. The participants were two groups of students who attended online English courses and delivered online assignments. One of the groups was comprised of faculty students who attended traditional exams while the other group was tested online. The attitudes of both groups were compared and the results indicated similarity in the most and the least frequently preferred behaviors in general. The most frequently acknowledged violations were using a dictionary during online exams, getting help from translation websites for online assignments and pretending to attend online courses with the camera or microphone turned off. On the other hand, students didn't show willingness to use remote connection software or give account details to a friend to get help in online courses. Although, students in both groups had similar attitudes towards academic misconduct, some item-based differences were revealed that may influence the delivery of language courses in the online setting.



INTRODUCTION

Academic integrity is based on honesty shown by various stakeholders including learners, administrators and academic personnel. (ICAI, 2021). It can be inferred that honesty is a crucial part of education. Farisi (2013) defined honesty as a desirable characteristic of students. On the other hand, Salleh et al. (2013) also described academic dishonesty as an illness which violates academic integrity at universities.

The spread of COVID-19 can be seen as a major contributor to a shift from a traditional teaching to online education (Bilen & Matros, 2020). Underwood and Szabo (2003) suggested that technology and the internet can facilitate violations of academic integrity in assignments by providing different ways of cheating to students. In the study conducted by Janke et al. (2021), the rate of cheating and the frequency of cheating were found higher in online exams. It can be inferred that online teaching can create new paths to academic misconduct.

In the field of language education, the insecure nature of language learning can increase the triggers of academic dishonesty. Dağtaş and Şahinkarakaş (2019) discussed that various factors including peers, instructors, low levels of language proficiency may lead to ambiguity among students. Bista (2011) also supported the idea that breaches of academic honesty are prevalent among non – native English-speaking students. Furthermore, in online classes, students try to learn English in a setting which is different from conventional one in which they learn language through collaboration and interaction therefore, besides subject matter ethical dimension of learning should be taken into consideration (Çolak & Glendinning, 2021). Therefore, the difference in online and face-to-face classroom environment may lead to performance of different types of academic misconduct. In addition to this, academic misconduct in online English courses is a worthwhile area of study, as learning a foreign language and digital skills are regarded as key competences for life-long learning (The European Council, 2006). Although academic integrity in higher education has been investigated (Bretag, 2016; McCabe, 2005; Marshden et al., 2005), the number of studies investigated academic integrity breaches in online English courses in local context is limited. Therefore, it is clear that, there is a need to investigate the attitudes of learners towards breaches of academic integrity in online English classes.

The Importance of Academic Integrity in Education

Academic integrity should be necessarily defined to create a framework which will characterize the violations against it. According to The International Centre for Academic Integrity (2021), the behavior has six underlying principles including “honesty”, “trust”,

“fairness”, “respect”, “responsibility” and “courage” (p.4). Certain moral principles and values guide the decisions and actions of different groups of stakeholders in the field of research and education (Tauginienè et al., 2018).

Upholding academic integrity in an educational setting is crucial for a variety of reasons. The ethics of an institution affects its reputation and the quality of education (Christensen, 2011). Academic honesty plays crucial role in forming a credible institution. At the institutional level, lack of honesty decreases the value of the students’ grades and makes them meaningless and, therefore, it leads to poor reputation (Bowers, 1964). Academic integrity in education is also important to encourage honest and ethical behaviors of students (Parnther, 2021). According to Singh and Bennington (2012), students maintain their dishonest behaviors at their workplaces too. It is clear that students become parts of society after graduation and, therefore, academic integrity in higher educations has a vital role to encourage morality in society (Christensen Hughes & McCabe, 2006).

Various studies have shown that there are violations against academic integrity at institutions (Whitley, 1998; McCabe et al., 2003). Such violations affect the quality of education deeply and the underlying reasons for them may vary (Amigud & Lancaster, 2019). One of the reasons behind the breaches of academic integrity is teaching method according to Çelik and Lancaster (2021).

Moreover, studies have reported various types of academic misconduct involving plagiarism and cheating (Ahmadi, 2012, 2014), improper using of someone’s words (Liao & Tseng, 2010) in foreign or second language learning setting due to the challenging demands of foreign language learning (Çolak & Glendinning, 2021). With the widespread use of online education during the pandemic, an increase in violations of academic integrity was observed (Lancaster & Cotarlan, 2021). In language learning setting, use of computers also facilitates plagiarizing or cheating (Alharbi, 2019). However, the scope and the number of the studies investigating academic integrity in online English classes are limited in the local context. Therefore, there is a need for further investigation and elaboration in this area.

Breaches of Academic Integrity in Online Courses

Online teaching likely reduces the degree of interaction between students and instructors who report that it is difficult to control students’ activities during courses. This situation is exacerbated in situations when students choose not activate their cameras and microphones. Such lack of interaction may lead to breaches of academic integrity. It is emphasized that students who fail to pay attention to their instructor may instead occupy themselves with irrelevant activities during courses, or even cheat by arranging for someone else to attend in their place (Çelik & Lancaster, 2021). To counter this, both learners and instructors should take part in the learning process actively (Hanum, 2017), as the quality of interaction with learners facilitates development of knowledge in a learning environment (Rahman, 2014). The necessity of interaction can be seen crucial in language teaching in particular, as it provides opportunities to practice the target language in class (Yu, 2008). For these reasons, academic integrity violations related to online sessions should be addressed in language classes where the learning process is grounded in effective communication.

Breaches of Academic Integrity in Online Assignments

Many students are thought to engage in plagiarism and even contract cheating when undertaking assignments related to their online courses. Plagiarism is defined as presenting someone else’s sentences or opinions as your own without crediting the source (Meuschke & Gipp, 2013). Although, it is not a new concept in education, with the easy access to internet, it has become a more challenging issue to overcome (Batane, 2010). Contract cheating is another type of plagiarism whereby students submit academic work that has been prepared for them by third parties (Ellis et al., 2021). The outbreak of the pandemic has enhanced the demand for contract cheating services too (Lancaster & Cotarlan, 2021). Translation machines are also a well-known threat to academic integrity. According to a study by Clifford et al. (2013) most students were already using them prior to the pandemic to complete their assignments in language courses.

Breaches of Academic Integrity in Online Exams

Another important area of investigation in this study would be students’ attitudes towards exam - related violations of academic integrity. Cheating is a broad term that encompasses searching for the answers to exam questions from a source in a secret way (Eminoğlu & Nartgün, 2009), letting somebody else answer questions in an exam on behalf of you or getting help from a classmate (Central Piedmont Community College, 2001, as cited in Polat, 2017) and presenting someone else’s work as your own (Rehman & Waheed, 2014). It is seen that cheating encompasses various behaviors to fool somebody to gain unfair advantage (Davis et al., 2009).

Furthermore, cheating is not a new research area among scholars. There are various studies investigating the cheating behaviors of students. Küçüktepe (2014) found that university students demonstrated positive attitudes towards cheating and it was prevalent among students. Mebratu (2016) also found that plagiarism and cheating were frequently encountered violations among students. Although it is not a new phenomenon, studies show that there is an increase in cheating behaviors among students. Janke et al. (2021) reported that with the outbreak of COVID -19, academic integrity has been affected in a negative way due to online testing. They found that students cheated more frequently in online exams than traditional in – class exams. Students have reported various ways of cheating such as sending the answers to each other or using websites to find the correct answer in online exams (Saleh & Meccawy, 2021). The motivation for cheating may vary according to students. Studies have presented various reasons for dishonesty

including lack of time to prepare for the exam (Hosny & Fatima, 2014), the desire to affect parents by getting high grades (Fernandez, 2019) and technical problems (Saleh & Meccawy, 2021).

Purpose of the Study

In the present study, the attitudes of students towards violations of academic integrity in online English courses were examined. Attitudes can provide information about the possible violations of academic integrity that can be performed by students attending online courses. Greenwald (1989) emphasizes the importance of attitudes, as they have great impact on the behaviors of humans and they enable researchers to predict the behaviors that will be performed by the students. Therefore, investigating the attitudes of students towards breaches of academic integrity when receiving language education online can provide a good source of information in terms of where students show a proclivity to cheat.

It is known that many learners studying English as a foreign or second language have a tendency to show dishonest behaviors for various reasons including lack of linguistic skills and the impact of studying a different culture (Bista, 2011). Goh (2015) also found poor level of English as a reason for plagiarism among students. The poor proficiency levels of students may trigger the use of translation machines too (Groves & Mundth, 2021). The findings of a study by Lamuna (2017) supported this idea that students need to translate when they can't speak English fluently. This increases the tendency to plagiarize to complete their tasks. These studies show that language can be a motivation to perform dishonest behaviors among students. Therefore, there is also need for research to examine the reasons students are likely to breach academic integrity in language classes.

Besides common reasons for performing dishonest behaviors in language classes, with popularity of online teaching due to pandemic, another dimension has been added in terms of English classes. The emergency remote teaching period challenged teachers to transform their traditional classes into online classes (Kenzing, 2015). In this process, teachers need to be careful, as the design principles of online and traditional courses show difference in terms of pedagogical aspect (Wuensch et al., 2006). Inappropriate transformation of classes may bring breaches of academic integrity related to examination, assignments and attendance to the courses (Çelik & Lancaster, 2021). Therefore, the investigation of students' dishonest behaviors attending online English courses is essential for detecting the problematic areas in online courses and for designing future online courses in an effective way. Furthermore, the studies investigating academic dishonesty in online English courses are limited in number thus further research and elaboration are necessary in this area in the local context.

The main aim of this study is to reflect the attitudes of students towards the breaches of academic integrity in online English courses, particularly when undertaking examinations, assignments and online sessions (Çelik & Lancaster, 2021). This study also sought to examine the differences between the attitudes of vocational school students and faculty students towards compliance with academic ethics during online English courses. In order to reach its aims the following research questions are addressed:

RQ1 – What are the most and the least frequently preferred statements regarding the attitudes towards exam – related violations by each group of students in online English courses?

RQ2 - What are the most and the least frequently preferred statements regarding the attitudes towards assignment – related violations by each group of students in online English courses?

RQ3 - What are the most and the least frequently preferred statements regarding the attitudes towards online session – related violations by each group of students in online English courses?

RQ4 – What are the differences between two groups of students regarding their attitudes towards violations of academic integrity?

METHOD

Research Design

In order to address the aim of the study, the research questions were examined using quantitative methods as Best and Khan (1998) stated that “measurement is the most precise and universally accepted process of description, assigning quantitative values to the properties of objects and events” (p. 338). A survey consisting of a set of behaviors regarding different types of violations of academic integrity was applied to gather data about the attitudes of students.

Participants

The participants of this study consist of freshmen students at the faculty of architecture and a vocational school at a university located in the west part of Turkey. As the questionnaire used in the study was designed for online English courses, students taking online compulsory English classes were chosen as the sample. Although, both groups attend online English classes, the students at vocational school attend two hours of online English classes while the students at faculty attend three hours of online English courses. To teach compulsory English courses, an elementary level coursebook is used at vocational school, on the other hand, pre-intermediate level coursebook is used at faculty. In the study, the teachers delivering online English courses to the groups are the members of foreign language department at university. To compare students' attitudes attending vocational school and faculty, a group of students studying at a vocational school and another group of students studying at a faculty were chosen as sample. Vocational school students also take online exams. In the faculty of architecture, students only attend online sessions, however, their exams are held in a traditional way in accordance with the administrative decision of university. Although, students studying at the

faculty of architecture don't take online exams, they attend online English courses and prepare online assignments. In this vein, the difference in the attitudes of two groups attending different types of exams was investigated. Therefore, the group of participants in this study was the most appropriate group in terms of the purpose of this study. Furthermore, the students participated in the research voluntarily and they completed the questionnaire anonymously. Table 1 demonstrates the distribution of the participants in the study.

Table 1. Distribution of the Participants

Gender	Groups	
	Faculty	Vocational School
Male	21	39
Female	24	9
Total	45	48

Instrument

Data were collected via a survey developed by Çelik and Lancaster (2021). The survey consists of 21 statements concerning attitudes towards violations of academic integrity with a 5-point Likert scale. The questionnaire was developed as a case study survey by the researchers in the original study, therefore, an adapted version of the questionnaire was used to enhance the suitability to the context. The original questionnaire includes 25 items, however four items were eliminated as they don't fit the context. Three items related to assignments were eliminated, as the assignment types in these three items are not delivered to students in this study. One item regarding online sessions was eliminated since course delivery method in the eliminated item is not used in the context of current study. Due to these reasons, the participants weren't expected to answer these four items and these items which don't fit into the context of the study were eliminated. The items are categorized into three groups as attitudes towards online exam – related violations (1,2,3,4,5,6,7,8,9), attitudes towards online assignment – related violations (10,11,12,13,14,15), attitudes towards online session – related violations (16,17,18,19,20,21). The respondents rated the statements on a Likert-type scale with five points *never* (5), *rarely* (4), *sometimes* (3), *often* (2), *always* (1). The higher the number, the less frequently the behavior in statements is preferred.

Data Collection Procedure and Analysis

Before the data collection process, the first author's and the second author's permission were received via e-mail. Secondly, ethical approval was taken to conduct the study. In the study, the data were collected via Google forms. The questionnaire was applied in Turkish in order to avoid misunderstandings, as it was assumed that the participants' level of English may not be sufficient to respond to the questions.

The data were analyzed quantitatively by means of Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics were used to analyze the data. The data were analyzed descriptively by calculating the mean scores of the responses.

RESULTS

Exam – Related Violations

As a response to the first research question, the mean scores for items regarding attitudes related to online exams were examined. Descriptive analysis revealed that among vocational school students the most frequently preferred statement was item 7 “Sometimes I can't understand the question when I don't know the meaning of a word, I believe that it is OK to look up the meaning of the words I don't know during the exam to understand the questions” ($M = 3.94$, $SD = 1.34$). On the other hand, the least frequently preferred statement by vocational school students was item 3 “I believe that it is OK to ask for answers by connecting to a friend who has good English knowledge with remote connection software, in this way, I feel less excited and better reflect my potential” ($M = 4.85$, $SD = 0.65$).

Among faculty students the most frequently preferred statement was also item 7 ($M = 3.53$, $SD = 1.27$), on the other hand, item 2 “I believe that it is OK to give my account credentials to a friend who has good English level to take the exam on behalf of me if the exams are not proctored” was found as the least frequently preferred statement among faculty students ($M = 4.71$, $SD = 0.81$). Table 2 demonstrates the mean scores of items in two groups.

Table 2. The mean scores of items in two groups of students

	Item	Vocational School		Faculty	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
E	1. I believe that it is OK to get help from others or use resources during online exams.	4.17	1.11	4.02	1.17
E	2. I believe that it is OK to give my account credentials to a friend who has good English level to take the exam on behalf of me if the exams are not proctored.	4.79	0.82	4.71	0.81
E	3. I believe that it is OK to ask for answers by connecting to a friend who has good English knowledge with remote connection software. In this way, I feel less excited and better reflect my potential.	4.85	0.65	4.36	1.20
E	4. Online exam questions are too difficult and beyond our level. So, I believe that it is OK to have a video conversation with my classmates to discuss the questions during the exam.	4.52	0.92	4.31	1.12
E	5. During online exams, my friends send the answers to instant messaging groups. In such cases, the class GPA increases. So I believe that it is OK to get help via instant messaging groups so I won't be under the GPA average.	4.42	1.10	4.38	1.24
E	6. In online exams, our teachers ask questions that are available on the internet. So, I believe that it is OK to find the answers to the questions on the internet.	4.38	1.06	4.44	1.09
E	7. Sometimes I can't understand the question when I don't know the meaning of a word. I believe that it is OK to look up the meaning of the words I don't know during the exam to understand the questions.	3.94	1.34	3.53	1.27
E	8. Sometimes, questions can be very long and complex. In such cases, I believe that it is OK to translate the questions into my native language with translation software/websites.	4.10	1.27	3.96	1.34
E	9. I believe that it is OK to get help from family members during online exams.	4.69	0.71	4.40	1.23
A	10. I believe that it is OK to ask someone to do my assignment or turn in others' work as mine.	4.73	0.70	4.64	0.70
A	11. I don't know whether my assignments are really examined by my teachers because I never receive feedback. So, I believe that it is OK to turn in someone's work after changing parts of it.	4.58	0.96	4.62	0.96
A	12. Our teacher assigns too much work. I believe that it is OK to get help from a friend with a good English level to turn in the assignments on time.	4.73	0.76	4.69	0.76
A	13. I believe that it is OK to prepare my assignment by compiling text in my native language and translating it via translation software/websites when we are overloaded with assignments.	4.15	1.27	4.33	1.27
A	14. When assignments are above my English level, I believe that it is OK to prepare the text in my native language and translate it via translation software/websites.	3.96	1.41	3.87	1.41
A	15. When the deadline is too short, I believe that it is OK to ask my friends to do a part of my assignment or use their assignments.	4.69	1.85	4.49	1.85
O	16. I believe that it is OK to join online classes with my camera and microphone turned off and not participate in the lesson.	3.44	1.42	3.47	1.64
O	17. Online classes take too long. I believe that it is OK to leave my device and deal with something else during a lesson.	4.02	1.19	3.80	1.29
O	18. Our teacher is very strict during online lessons. I believe that when my teacher asks me a question, it is OK to use translation software/website to give a correct answer.	4.52	0.96	4.20	1.27
O	19. Our teacher does not monitor whether we attend the class. When I am busy, I believe that it is OK to ask a friend who has a good English level to attend the lesson on my behalf and do the in-class activities.	4.73	0.73	4.78	0.73
O	20. Our teacher can react badly when I answer incorrectly. I believe that it is OK not to answer by citing technical problems when s/he asks me a question.	4.33	1.11	4.27	1.25
O	21. Our teacher does not monitor when we enter or leave online classes. I believe that it is OK to leave the lesson before the lesson is over when I have something important to do.	4.04	1.12	4.20	1.10

Note. N = 98. E = Exams; A = Assignments; O = Online Sessions.

Assignment – Related Violations

In order to response the second research question, the mean scores for items regarding attitudes towards breaches of academic integrity related to online assignments were examined. Table 2 demonstrates that among vocational school students, the most frequently preferred statement was item 14 “When assignments are above my English level, I believe that it is OK to prepare the text in my native language and translate it via translation software/websites” ($M = 3.96, SD = 1.41$). The percentages of vocational school students’ responses are presented in Figure 1.

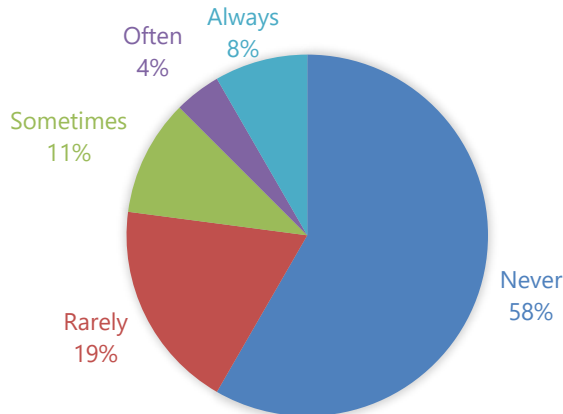


Figure 1. The percentages of vocational school students’ answers given to item 14

Figure 1 showed that although most of the vocational school students weren’t prone to use translation software or websites to complete their homework, some participants were more likely to use translation websites to complete their assignments if they found their level of English was inadequate to complete it. On the other hand, the least frequently preferred statements by vocational school students were item 10 “I believe that it is OK to ask someone to do my assignment or turn in others’ work as mine” ($M = 4.73, SD = 0.70$) and item 12 “Our teacher assigns too much work, I believe that it is OK to get help from a friend with a good English level to turn in the assignments on time” ($M = 4.73, SD = 0.76$). It was seen that these two items had the same mean scores. The most frequently preferred statement by faculty students was item 14 ($M = 3.87, SD = 1.41$) too. However, the least frequently preferred statement by faculty students was item 12 ($M = 4.69, SD = 0.76$).

Online Session – Related Violations

According to the results of the descriptive analyses, while the most frequently preferred statement by vocational school students was the item 16 “I believe that it is OK to join online classes with my camera and microphone turned off and not participate in the lesson” ($M = 3.44, SD = 1.42$), the least preferred statement was item 19 “Our teacher does not monitor whether we attend the class when I am busy, I believe that it is OK to ask a friend who has a good English level to attend the lesson on my behalf and do the in-class activities” ($M = 4.73, SD = 0.73$).

The most and the least preferred statements were the same for both groups. Among faculty students, the mostly preferred statement was also item 16 ($M = 3.47, SD = 1.64$) and the least preferred statement was item 19 ($M = 4.78, SD = 0.73$).

The Differences within Two Groups of Students

To answer the fourth research question, descriptive analyses were held. The overall mean scores of items in three areas of academic integrity violations in each group are shown in Figure 2.

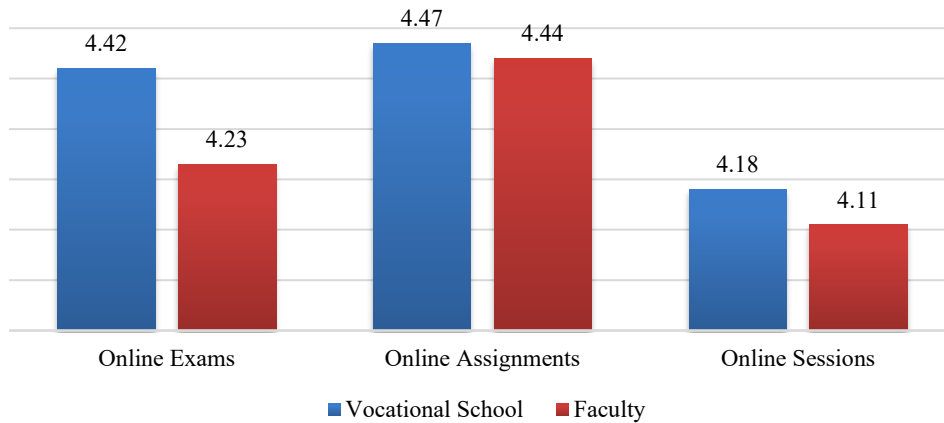
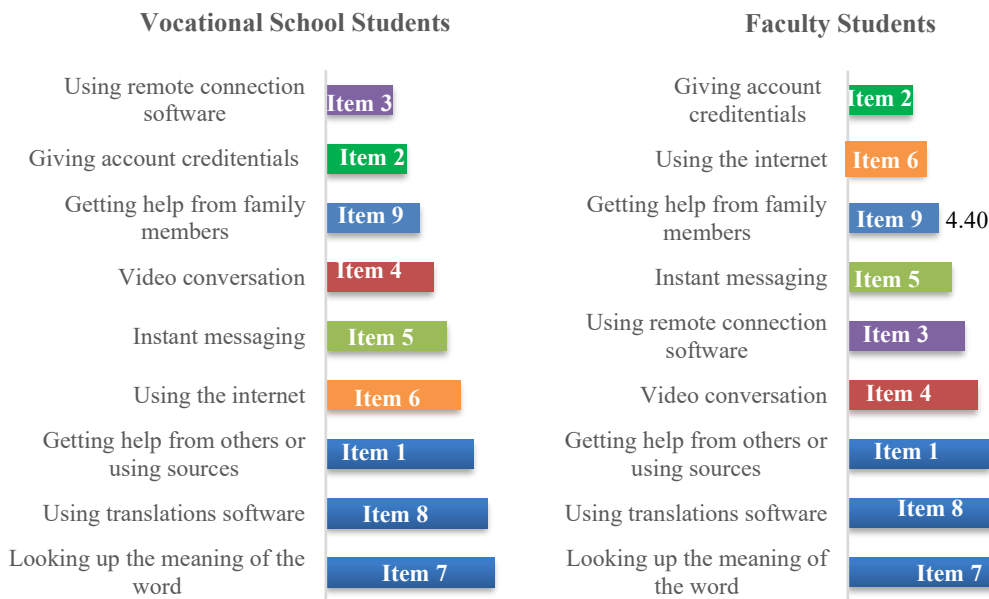


Figure 2. The mean scores of categories in two groups

Figure 2 illustrates that faculty and vocational school students showed similar levels of attitudes towards three categories of violations. Vocational school students had slightly higher levels of attitude in each category of violation. The items related to online assignments had the highest mean scores both among faculty students ($M = 4.44, SD = 0.72$) and vocational school students ($M = 4.47, SD = 0.78$). On the other hand, the items related to online sessions had the lowest mean scores both among faculty students ($M = 4.11, SD = 0.84$) and vocational school students ($M = 4.18, SD = 0.76$). Although students had high levels of attitudes in each category, both groups of students were more likely to violate academic integrity in online sessions. According to the results, both groups of students were less likely to perform breaches of academic integrity in online assignments. There was no difference in the ranking of categories of academic integrity violations between the two groups. The mean scores and ranks of the items concerning online exams in each group are shown in Figure 3.

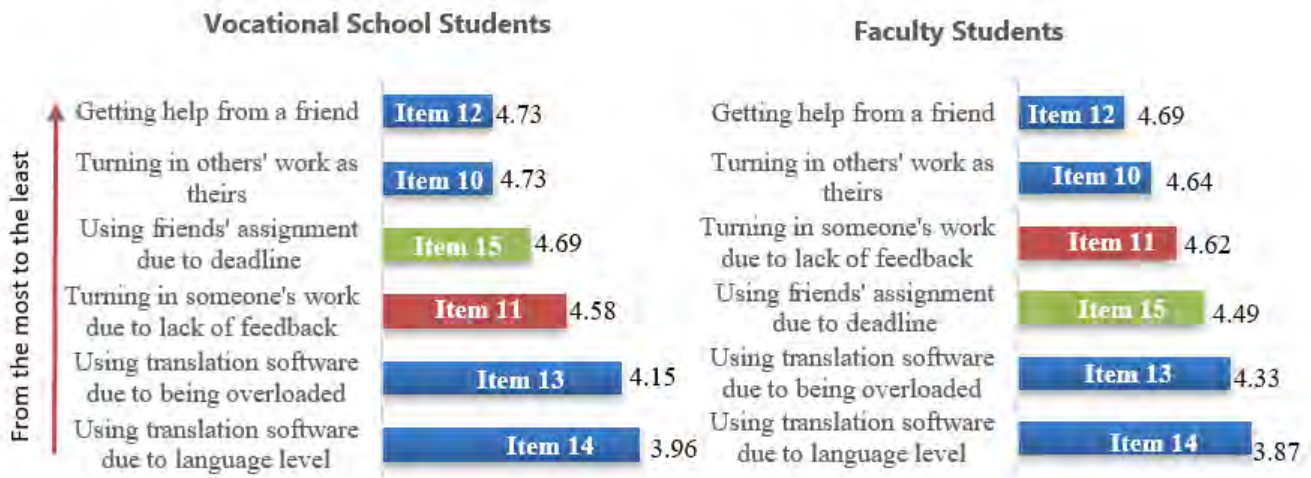


Note. Blue color shows the items with the same ranks in the groups.

Figure 3. The mean scores and ranks of the items related to exams in each group

Figure 3 ranks the items concerning online exams from the most to the least preferred by each group. The lower the mean score of the item, the more frequently the item was preferred. According to the ranking of items, faculty and vocational school students gave similar answers to the questions. Items 7, 8, 1 were the most frequently preferred statements in each group. However, items 2, 3, 4, 5, 6 and 9 had different ranks in the groups. The biggest difference was identified in the mean scores for item 3, where vocational school students were less likely to connect their friends via remote connection software due to their excitement during online exams ($M = 4.85, SD = 0.65$). The second biggest difference was seen in the mean scores for item 6 where vocational school students were more prone to use the internet to search for the answers to questions during online exams ($M = 4.38, SD = 1.06$). The third biggest difference was seen in the mean scores of item 4 which showed that vocational school students were less likely to have a video conversation during online exams ($M = 4.52, SD = 0.92$).

The mean scores and ranks for the items concerning assignments in each group are shown in Figure 4.

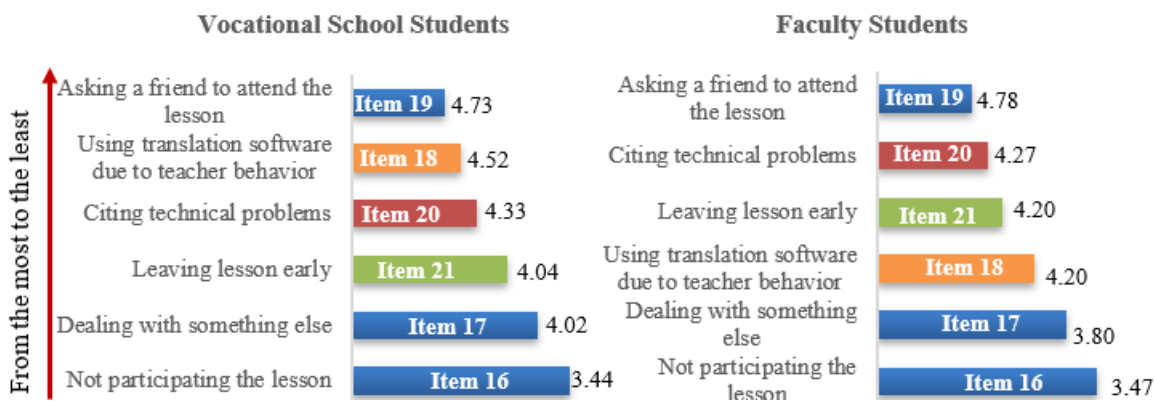


Note. Blue color shows the items with the same ranks in the groups.

Figure 4. The mean scores and ranks of the items related to assignments in each group

Figure 4 demonstrates the ranks of items concerning online assignments from the most to the least preferred in each group. As shown in Figure 4, the ranking of items in each group were similar. Only item 11 and item 15 were ranked differently. While item 11 was the third most preferred behavior of vocational school students, it was ranked fourth by faculty students. The results revealed that vocational school students were more likely to turn in someone's assignment due to lack of feedback ($M = 4.58, SD = 0.96$).

In the third area of comparison, the mean scores and the ranks of the items concerning online sessions in each group were shown in Figure 5.



Note. Blue color shows the items with the same ranks in the groups.

Figure 5. The Mean Scores and Ranks of the Items Related to Online Sessions in Each Group

Figure 5 shows how students ranked items regarding online sessions from the most to the least preferred in each group. Accordingly, although the most and the least frequently preferred items had the same ranks, items 18, 20 and 21 had different ranks. The biggest difference was seen in the mean scores for item 18. While it was the third highest preferred statement among faculty students, it was the fifth highest preferred statement among vocational school students. It showed that faculty students were more prone to use translation software to answer questions due to strict behavior of teachers in online English courses ($M = 4.20, SD = 1.27$). Second, faculty students were less likely to leave classes early ($M = 4.20, SD = 1.10$) in comparison to vocational school students. Third, faculty students were more prone to cite technical problems to refrain from answering the questions due to the reactions of their teacher during online sessions ($M = 4.27, SD = 1.25$) when they were compared to vocational school students.

DISCUSSION

This study set out to investigate the attitudes of students towards violations of academic integrity in online English courses. At the same time, the differences between the attitudes of faculty and vocational school students who take different kinds of exams were investigated. However, the reported statements in each group of students were similar to each other. Both groups had high levels of attitudes towards violations of academic integrity related to online sessions, assignments and exams, meaning that they were less likely to contravene academic principles during online English courses. In this respect, the findings of this study are in line with the results of other studies. Çelik and Lancaster (2020) also found high levels of attitudes among their students. Another study held by Rohmana et al. (2022) investigated the reasons of academic dishonesty in online English classes among students in a mixed method study. The findings revealed that although the university learners who are attending online English classes were aware of academic honesty, they were still prone to cheating in online sessions, exams and assignments. In this study, students were more prone to violate academic integrity in online sessions. Elsewhere, Çelik and Lancaster (2020), found students were more likely to violate academic integrity during online examinations. This difference may result from contextual differences. Despite their high levels, some of the students were more prone to cheating. Firstly, with regard to statements related to online exams, the most frequent academic integrity violation was found as using a dictionary due to lack of vocabulary. Students were more prone to look up the meaning of unknown words during their online exams. Studies also emphasized the lack of linguistic skills as a motivation to cheat in online exams (Bista, 2011; Çelik & Lancaster, 2020). On the other hand, students in each group were less likely to seek help from their friends via remote connection software or by giving their account details to someone else to take their online exams for them. Çelik and Lancaster (2020), also found that students refrained from seeking the assistance of a third party.

Secondly, the most rated breach of academic integrity was using translation machines to complete assignments, in particular, when the level of assignment was higher than their linguistic level. The results of this study are similar to those of Clifford et al. (2013), Çelik and Lancaster (2020), Rohmana et al. (2022). Alhaisoni and Alhaysony (2017) also revealed that EFL students had positive attitudes towards using translation machines to prepare their assignments. On the other hand, Augustine et al. (2021) reported that students had negative attitudes towards using translation machines in language classes due to contextual problems of translation into the target language. Although students were in favor of using translation software in their online assignments, they showed negative attitudes towards getting help from someone else with a higher level of proficiency to deliver their online assignments.

Thirdly, the most preferred academic integrity violation in online sessions was for students to pretend to be attending their online courses without turning their cameras or microphones on. The reason for this behavior may be related to the duration of online courses. As, students were more likely to deal with something else during an online course when the class lasted for long hours. Rohmana et al. (2022) reported that learners may deal with other activities involving spending time on the internet and playing games during online English classes. The duration of courses was emphasized as a factor that may lead to academic breaches in other studies (Çelik & Lancaster, 2021; Osipov et al., 2015). Similar to responses given in the first two parts of the questionnaire, students were not prone to ask someone else to attend online English courses on behalf of themselves, the least frequently preferred behavior in the study by Çelik and Lancaster (2021) too.

Lastly, although the general responses of vocational and faculty students to different academic violations were similar, some differences were seen. Vocational school students were more inclined to use the internet to answer questions during exams. This may result from the impact of online exams. As vocational school students attend online exams, getting help from the internet during online exams may be more possible. Despite having easy access to the internet, vocational school students were less likely to want to get help from their friends during online exams when they felt excited. This may suggest that the group of learners who attend online exams feel less stressed. Grijalva et al. (2006) suggests that students taking online exams may be less panicked than the students sitting traditional exams. Another item-based difference concerns attitudes to cheating during assignments. The impact of teacher difference may be the reason for this item-based difference. As, the items related to teacher feedback and deadlines for homework which are decided by the teacher were ranked differently by the groups. Similarly, the differences in attitudes to cheating during online sessions focused on the items related to teacher behaviors. Therefore, the findings may imply that teacher behavior may be an effective factor in shaping the attitudes of students towards fractions of academic integrity in online English courses.

This study was mainly based on student attitudes towards academic integrity violations in online English courses. In this respect, the results may help instructors and administrators while designing such courses. However, this study was limited to a small group of participants, in order to obtain more generalizable results, future research can be held with more students and various departments. This study examined attitudes to academic integrity violations in online sessions, exams and assignments, however the attitudes of students can be evaluated in different dimensions too. Furthermore, academic integrity can be breached in other ways, and the attitudes of students who are taking advanced level English courses may differ as well.

CONCLUSION

The findings of this study revealed that students who attend online English courses mostly had negative attitudes towards violations of academic integrity related to exams, assignments and online sessions. Despite overall negative attitudes, some students were more likely to cheat by using an online dictionary in exams, use translation software in their assignments and pretending to be active participants during online sessions while their microphones and cameras were turned off. On the other hand, students didn't prefer seeking the assistance of someone else, either through giving them the credentials of their accounts or communicating with them remotely during online exams. Students have similar attitudes towards breaches of academic integrity in online courses. They are

more likely to violate academic integrity during online sessions. Differences between the participants in this study were mainly related to teacher behaviors, teachers' feedback and the impact of online exams.

The findings of this study may provide insights to educators while designing and teaching online English courses. As it provides valuable information about the reasons of academic integrity violations in online courses. At the same time the findings of this current study may help English language teachers understand the areas in which language learners need improvement. In conclusion, this may contribute to design and assessment of online English courses, as online education has become widespread during the Covid pandemic and is likely to continue to have an important role in our education into the future.

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